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Christian Education

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CONTENTS

	Page
The Congregational Educational Commission . . .	4
The Colleges Under Fire	5
Life Commitments of College Seniors . . .	7
Religious Affiliations of College Students . . .	12
The Place of the Theological Seminary . . .	31

PERTINENT PARAGRAPHS

The Baptist Observer devotes its entire issue of June 9 to the work and ideals of Franklin College, Indiana.

The New York Evening Post recently ran a series of articles on the present crisis in ministerial training, having drawn much of its material from the office of the Council of Church Boards of Education.

Professor Charles E. Rugh, of the University of California, was engaged to lead in a series of conferences on Christian Education at the second annual session of the Faculty Conference of the Rocky Mountain District, Estes Park, Colorado, this year.

The Committee on International Educational Relations of the American Council on Education is preparing a report at the request of the French Minister of Public Instruction which deals primarily with conditions of admission to French universities for American students who may become candidates for higher degrees. The report will soon be ready for publication.

Vanderbilt University has issued in a separate folder an appendix to the report of the Dean of the College of Arts and Sciences in which a graph of the curriculum is presented according to the system devised in the office of the Council of Church Boards of Education, to which due credit is given.

The Continuation Committee of the Garden City Conference has appointed a special committee to assist in developing a more adequate program of Christian education in the independent colleges and universities. The Committee consists of R. L. Kelly, Chairman, Professor Laura H. Wild, Mount Holyoke College, Professor William Adams Brown, Union Theological Seminary, Dr. William Houston, Ohio State University, and Dr. Frank W. Padelford.

Harvard University now requires for graduation "of all students who concentrate in any Literature," a knowledge of the Bible, to be determined by examinations.

It is evident that the forces of Christian education must join other agencies in attacking the race problem in the United States, with all their concentrated power. It is an interesting fact that almost at the moment the recent riots broke out at Tulsa the representatives of Protestant college interests were in con-

ference there with reference to problems of educational co-ordination. They did not realize that they were sitting on a volcano but the necessity for understanding and restraint on the part of both whites and blacks such as only proper education will develop was emphasized in a manner not soon to be forgotten.

The AMERICAN HEBREW, issue of June 10th, is authority for the statement that the Knights of Columbus have inaugurated a movement to compile a history of the United States based upon facts gathered from original sources. The AMERICAN HEBREW remarks: "The Irish contribution to the making of America, as any impartial research worker can ascertain for himself if he will, has been unjustly minimized and as for the Jew—as far as the average history goes—he might have arrived yesterday." A commission of leading historians of diverse racial extraction and religious denominations is to be enlisted. This commission is to prepare a series of twenty-four pamphlets covering critical periods in the nation's history. The entire organization of the Knights of Columbus consisting of 800,000 members and 2,200 councils will be aligned to support the movement. The pamphlets are to be distributed in millions of copies to schools and colleges, legislators and newspapers through the country. The avowed purpose of the movement is to lead to better understanding of American ideals and American institutions.

THE EDUCATIONAL COMMISSION OF THE CONGREGATIONAL NATIONAL COUNCIL

One of the most notable developments in the field of Christian education is the serious manner in which the Congregational Educational Commission prepared for its report to the National Council.* The educational leadership of the Congregational colleges is generally recognized. It is equally well recognized both within and without Congregational circles that there has not been a strong denominational consciousness among Congregational institutions. The Boards of Trustees have been self-perpetuating and each institution has been autonomous. While

*The Commission consists of such educational men as President Henry Churchill King, Chairman, President M. L. Burton, the University of Michigan, President D. J. Cowling, and Chancellor Hall, of Washington University.

there is no tendency now to reverse this well known policy so far as organic relationships are concerned, there is a pronounced tendency toward a spiritual unity which may express itself in a common denominational policy and program. This policy and program were outlined tentatively at the annual meeting of the National Council. The office of the Council of Church Boards of Education contributed much material to the study of this question and made numerous recommendations.

Dr. Edward Dwight Eaton, Secretary ad interim of the National Council made an interesting exposition of the "New Program of Education" in the May 19 issue of the *Congregationalist*. A few extracts will give the trend of his argument.

"As a denomination we appear to have fallen into easy-going ways regarding Christian education."

"It is fully time for a new attitude and a concerted program in education."

"Other leading denominations, Methodists, Baptists, Presbyterians, are showing themselves keenly alive to the present crisis and are preparing to foster the colleges with a generosity and comprehensive planning which they have not shown before. We may well be stimulated by their example."

"They (the colleges) must be equipped to command complete respect where the highest educational standards are applied and must have worthy share in the educational future of highly developed states."

It is evident the Congregationalists are not expecting to abdicate their educational leadership. The pronouncements of the Commission are likely to become epochal in the progress of Christian education.

THE COLLEGES UNDER FIRE

Considerable friendly criticism of the colleges has followed in the wake of the circulation of Mr. Edison's now famous questions. An excellent summing up of the situation is found in the observations of President Charles A. Richmond, of Union College, made at a recent Union Alumni Luncheon.

"Insofar as it means that a college graduate ought to have an inquiring mind and that some have not, it is a charge which

we shall neither attempt to palliate or deny. If it means that a college education is a failure unless it enables a man to answer off-hand any hundred questions which an electrical expert can ask—well, I give Mr. Edison credit for a sense of humor. I fancy he has more than once chuckled to himself over the academic windstorm which his little crooked interrogation points have stirred up.

“The curious thing is that, after all these exposures of the stupidity and the inefficiency of the colleges silly fathers are still sending their boys in hoardes to travel down these blind academic alleys that end in futility and failure.

“And there is another curious thing. Never in the history of the world has there been anything approaching the golden flood of contributions that have been pouring into the treasuries of the colleges and universities in the last decade. Either the colleges are not as useless as our critics say they are or else we shall have to apply to these amiable gentlemen who are supporting us so liberally the old adage, ‘A fool and his money are soon parted.’

“This country will never forget the service of the colleges in the war. All the millions of uneducated men making up the armies we were organizing and sending to the front would have been of no more use than so many grasshoppers if they had not had educated men to organize them, to think for them, and plan for them, to lead them, and to furnish them with weapons and equipment and ammunition and supplies to carry on the war. And it was the college men who did this. It was the engineers, the chemists, the experts in every branch of science and of art, men who had learned not only to know, but to think and to plan and to organize and to lead.

“As a result of this the colleges have a place in the affections and in the confidence of the people in this country higher and stronger than ever before. The American people, rich and poor, are determined to stand by the colleges. And this is no mere matter of sentiment. It is because they know now, as they never knew before, that this country cannot get along without them.

“It is not merely that the college can supply useful knowledge; college faculties have not been spending their time trying

to turn boys into perambulating cold storage plants for the carrying round of a stock of unrelated facts. A man doesn't have to know everything. You wouldn't ask Jack Dempsey to explain Einstein's Theory of Relativity and you wouldn't ask the Pope to recite the 'Westminster Shorter Catechism.' "

LIFE COMMITMENTS OF COLLEGE SENIORS

In view of the great interest which was aroused throughout the country by the announcement in the press that in the senior class of one hundred students at Amherst, one student only had expressed his intention to enter the Christian ministry and the observation made by a leading church paper that the record of Amherst was about as good as that of any of the colleges during recent years, the Council of Church Boards of Education asked two hundred and eight representative institutions to report upon the vocational distribution of their seniors under the four heads of candidates for the Ministry, for missionary work, for Association work and for social service, including religious education and other lines of church work. The tabulated results are here given with the hope that the result may be stimulating.

Some institutions left the inquiry unanswered, others advised that they knew of no students interested in any one of the four lines suggested and still others replied that information of this kind was not available. The list presented is partial not only in the number of colleges represented but also in some cases in that the canvass of students in institutions reporting had not been completed when the report was made. It is believed, however, that the publication of the list as here presented may serve to emphasize the desirability of more systematic work by colleges in the field of vocational guidance.

As will be observed, reports are given from 87 colleges, representing no less than 26 states of the Union, from which it appears that at least 463 commitments to the ministry have been announced, 295 to missionary work, 52 to Association work, and 153 to social service and other lines.

Of course, from the publication of this list of candidates for certain types of professional religious work it must not be inferred that this is considered a complete test of the religious life

and spirit of an educational institution. On the other hand it is certain that it is but one of the external signs. However, it does raise the question as to the "fine ultimate purpose" which an educational institution may have, to borrow a phrase from Dr. Charles H. Parkhurst, who in a recent sermon at the Manhattan Congregational Church, New York, said:

"Education in the school sense of the term does not fathom those depths of the soul where are wrought out those materials that compose manhood and womanhood at its best and truest. Therefore we dare not anchor our hopes to our schools, colleges and universities. With such institutions we are well supplied and they fulfill a certain function in sharpening the understanding, qualifying the student to earn a living and partially qualifying him to solve the everyday problems of life. Some of them, a few of them, go further than that and turn out men and women that are such in the best sense of the term; but few institutions, far less than formerly are administered in the spirit of any such fine ultimate purpose, and there are those which though originally founded for the purpose of making this world a holy and a Christly world have become a smithy for the forging of implements wherewith to crucify afresh the Lord of life and we need not go clear around the earth in order to find them."

**CANDIDATES FOR THE MINISTRY AND OTHER
FORMS OF RELIGIOUS WORK IN THE SENIOR
CLASSES OF TYPICAL COLLEGES**

<i>College</i>	<i>Senior Class Total</i>	<i>Minis- try</i>	<i>Mission- ary</i>	<i>Associa- tion</i>	<i>Social Service etc.</i>	<i>Total Candi- dates</i>
Alfred University, N. Y..	37	2	1	1	1	5
Agnes Scott (Woman's), Ga.....	61	...	2	1	3	6
Boston University, Mass.	453	48	14	...	15	77
Baldwin-Wallace, Ohio..	27	5	2	...	2	9
Baylor University, Tex..	170	23	13	..	..	36
Beloit, Wis.....	..	3	2	1	..	6
Bates, Maine.....	102	3	3	2	4	12
Baker, Kan.....	71	4	1	1	..	6
Cornell College, Iowa...	..	7	6	..	4	17
Colgate, N. Y.....	117	9	2	..	4	15
Coe, Iowa.....	88	2	2	2	1	7
Colby, Maine.....	55	..	..	..	..	4
Carleton, Minn.....	..	..	2	..	1	3
Central College, Mo.....	25	4	4	..	..	8
Colorado Woman's, Col.	12	..	4	..	..	4
Davidson, N. C.....	62	17	3	1	..	21
Denison, Ohio.....	100	8	10	..	..	18
Defiance, Ohio.....	23	3	2	..	..	5
Doane, Neb.....	16	3	1	1	..	5
Dickinson, Pa.....	65	6	3	..	..	9
Dakota Wesleyan, S. D..	35	1	7	..	1	9
Elon, N. C.....	36	3	1	1	5	10
Elmira (Woman's), N.Y.	80	..	5	1	4	10
Eureka, Ill.....	22	2	6	..	1	9
Franklin, Ind.....	40	3	2	..	..	5
Franklin & Marshall, Pa.	56	6	1	..	..	7
Friends University, Kan.	15	3	1	..	1	5
Guilford, N. C.....	20	..	2	1	1	4
Greensboro, N. C. (Woman's).....	24	..	10	..	..	10
Hastings, Neb.....	31	3	8	2	..	13
Hamilton, N. Y.....	65	3	..	..	..	3
Haverford, Pa.....	45	1	..	..	..	1
Hope, Mich.....	51	7	12	..	..	19
Hiram, Ohio.....	42	1	7	..	2	10
*Harvard, Mass.....	350	5	1	..	..	6
Hunter (Woman's), N. Y.....	**113	..	..	..	4	4

*Data incomplete for Harvard.

**Number making report on occupations.

CANDIDATES FOR THE MINISTRY AND OTHER FORMS OF RELIGIOUS WORK IN THE SENIOR CLASSES OF TYPICAL COLLEGES

(Continued)

<i>College</i>	<i>Senior Class Total</i>	<i>Minis- try</i>	<i>Mission- ary</i>	<i>Associa- tion</i>	<i>Social Service etc.</i>	<i>Total Candi- dates</i>
Hamline, Minn.....	58	3	4	1	2	10
Iowa Wesleyan, Iowa...	21	2	..	..	1	3
Illinois College, Ill.....	23	1	1	..	..	2
Kalamazoo, Mich.....	..	1	..	..	..	1
Kingfisher, Okla.....	5	1	1	..	1	3
Kansas City University, Kansas.....	13	3	..	..	..	3
Luther, Iowa.....	21	7	..	..	..	7
McMinnville, Oregon...	24	4	4	..	..	8
Missouri Wesleyan, Mo..	12	3	..	..	..	3
Missouri Valley, Mo....	24	4	..	..	2	6
Macalester, Minn.....	52	2	4	1	3	10
Milwaukee Downer (Woman's), Wis.....	..	..	..	..	1	1
Muhlenberg, Pa.....	49	10	..	..	3	13
Marietta, Ohio.....	..	..	1	..	..	1
Muskingum, Ohio.....	65	8	6	1	3	18
*Northwestern Univer- sity, Ill.....	54**	17	7	..	6	..
.....	180***	10	6	4	4	54
North-Western College, Ill.	67	13	2	..	2	17
Ohio Wesleyan, Ohio....	239	8	27	7	14	56
†Otterbein, Ohio.....	65	10	7	..	1	18
Oberlin, Ohio.....	218	6	6	3	3	18
Phillips University, Okla.	58	14	6	..	3	23
Pennsylvania College, Pa.	68	12	3	1	3	19
Park, Mo.....	48	10	6	..	5	21
Piedmont, Ga.....	12	2	2	..	..	4
††Princeton University, N. J.....	..	8	10	1	..	19
Radcliffe (Woman's), Mass.....	104	..	..	..	6	6
Rutgers, N. J.....	..	4	1	..	..	5

††On basis of partial returns.

*101 men and 62 women in college of Liberal Arts preparing for Christian service.

**Graduate School Seniors.

***180 replies from college seniors.

†Otterbein has 285 students enrolled, of whom 96 are preparing for some form of Christian work, 30 for the ministry, 47 for missionary service and 19 for other forms of service.

**CANDIDATES FOR THE MINISTRY AND OTHER
FORMS OF RELIGIOUS WORK IN THE SENIOR
CLASSES OF TYPICAL COLLEGES**

(Continued)

<i>College</i>	<i>Senior Class Total</i>	<i>Minis- try</i>	<i>Mission- ary</i>	<i>Associa- tion</i>	<i>Social Service etc.</i>	<i>Total Candi- dates</i>
Simpson, Iowa.....	39	4	2	..	1	7
Southwestern College, Tex.	61	8	3	2	2	15
St. Olaf, Minn.....	106	15	..	..	..	15
Syracuse, N. Y.....	650	10	..	..	..	10
Tuscalum, Tenn.....	12	1	..	..	..	1
Trinity, N. C.....	80	6	5	1	2	14
Thiel, Pa.....	..	5	2	1	1	9
Taylor University, Ind....	16	4	8	..	1	13
University of Buffalo, N. Y.....	..	..	..	..	3	3
University of Redlands, Calif.....	32	1	5	1	..	7
Ursinus, Pa.....	34	8	..	..	..	8
Whittier, Calif.....	13	2	2	..	1	5
Wesleyan, Conn.....	100	18	2	..	4	24
Wheaton (Woman's), Mass.....	27	..	..	3	1	4
Westminster, Mo.....	14	1	1	..	..	2
Wooster, Ohio.....	106	13	8	1	4	26
Wells (Woman's), N. Y...	43	..	1	..	4	5
West Virginia Wesleyan, W. Va.....	..	7	..	2	..	9
*William Jewell, Mo.....	32	5	..	..	..	5
Western College for Wo- men, Ohio.....	35	..	5	3	8	16
Williams, Mass.....	..	3	1	..	..	4
**Wheaton, Ill.....	..	..	..	..	..	..
Yankton, S. D.....	17	..	2	..	..	2
York, Neb.....	16	4	4	4	4	16
Totals.....		463	295	52	153	967

*William Jewell College has 94 ministerial students.

**Wheaton reports 57 candidates for missionary work and 19 for the ministry in their total enrollment of 375.

THE RELIGIOUS AFFILIATIONS OF COLLEGE STUDENTS

We report here the religious affiliations of students in 326 colleges. This study is to be taken as a companion study of the one published in the June issue of *CHRISTIAN EDUCATION* which dealt with the religious affiliations of students in tax supported colleges and universities. The fundamental fact that the great mass of the students in American colleges and universities claim church affiliation is involved in this publication although no effort is made to throw new light on that subject. That is recognized as one of the educational axioms. From the present tabulation the actual expressions of preference among the leading denominations may be traced. No effort has been made to distinguish between actual church membership and denominational preference since the available data do not allow of trustworthy discriminations in this regard.

Dr. Frank W. Padelford has called attention to the fact that on the basis of this showing it may be estimated that the Presbyterians have one student to 39 church members, the Congregationalists one to 46, the Methodists one to 64, and the Baptists one to 95 (Northern Convention).

Undoubtedly many other uses will be made of these tables on the part of officers and friends of our colleges.

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS
1920-1921

	Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant	Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
<i>Alabama</i>																		
Athens.....	7	4	..	..	..	..	..	..	161	3	..	..	..	..	..	..	..	..
Birmingham-Southern.....	11	1	..	..	..	..	..	..	160	6	3	..	..	..	..	..	1	4
Judson.....	206	1	..	..	..	..	..	..	22	27	3	..	..	..	..	..	..	..
Spring Hill.....	..	..	..	..	..	..	..	..	..	..	..	..	..	335	..	..	..	..
Talladega.....	159	..	86	..	..	..	..	..	55	9	11	..	..	2	..	..	..	..
Woman's Col. of Ala.....	32	..	..	..	..	..	3	..	280	19	9	..	..	3	..	..	10	..
<i>Arkansas</i>																		
Central.....	128	..	..	2	..	..	..	..	50	16	..	..	..	..	..	..	..	..
College of the Ozarks.....	11	6	..	..	..	..	..	..	26	83	..	..	..	..	..	..	..	13
Hendrix.....	20	6	..	..	..	..	..	..	325	18	..	..	..	..	..	..	1	..
Ouchita.....	261	..	..	5	..	..	..	..	14	7	..	..	..	..	..	..	..	7
<i>California</i>																		
College of the Pacific.....	6	9	..	16	..	1	..	5	230	43	16	..	..	19	..	..	11	..
Mills.....	12	..	41	16	..	1	16	8	46	104	80	..	..	19	4	2	61	40
Pacific Union.....	..	..	..	..	..	..	..	1	..	2	..	..	..	1	..	..	380	..
Pomona.....	39	..	248	40	2	2	1	..	129	141	32	..	..	4	2	1	42	56
University of Redlands.....	206	..	20	17	..	1	1	4	42	22	11	..	..	6	..	..	10	6

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS
1920-1921
(Continued)

	Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant	Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
<i>California—Continued</i>																		
University of Southern California....	94	64	92	1	1	6	18	61	738	236	112	..	..	..	6	15	61	..
Whittier.....	7	..	8	2	..	57	..	..	30	5	4	..	..	1	..	..	2	3
<i>Colorado</i>																		
College of the Sacred Heart.....	1	..	..	..	..	..	1	1	2	3	..	..	1	268	..	..	1	..
Colorado College.....	42	15	56	..	..	2	2	4	100	124	..	..	..	35	5	..	13	200
<i>Connecticut</i>																		
Conn. Col. for Women.....	28	..	113	..	..	1	34	5	25	12	60	2	36	36	5	..	22	..
Trinity.....	3	..	33	..	..	..	8	..	8	5	92	1	36	36	3	..	5	..
Wesleyan University.....	18	..	64	..	..	..	10	10	300	38	52	..	..	13	1	..	3	..
<i>District of Columbia</i>																		
American University.....	4	1	5	3	..	..	3	1	35	10	10	1	8	8	2	..	11	50
Howard U.....	276	..	37	5	..	..	..	..	231	32	48	2	28	28	..	..	14	..
Trinity.....	..	..	..	..	..	..	..	..	..	..	2	..	..	375	..	..	..	..

Georgia

Agnes Scott.....	94	3	2	..	..	..	3	3	113	171	31	..	3	..	..	5	28
Bessie Tift.....	406	..	1	7	..	..	1	1	..	80	6	..	..	..	..	..	..
Clark U.....	100	..	9	..	1	..	..	..	..	300	1	2	..	..	..	..	36
Mercer U.....	326	..	..	8	..	..	..	..	2	48	13	7	..	..	..	..	16
Morehouse.....	426	..	12	..	..	..	..	..	..	69	1	3	..	..	..	..	72
Oglethorpe.....	42	6	1	..	..	..	..	..	..	52	51	10	7	..	..	..	..
Piedmont.....	87	..	40	..	..	..	..	..	3	89	16	5	..	..	..	..	2
Shorter.....	166	4	5	55	25	8	2
Wesleyan.....	14	1	477	1	1

Idaho

Col. of Idaho.....	18	..	8	15	8	39	62	1	4
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Illinois

Augustana.....	24	16	28	..	1	..	6	480	81	67	11	..	24	..	1	29	175
Carthage.....	11	..	6	24	127	35	17	1	..	3	1	..	2	..
Eureka.....	2	..	1	168	..	..	..	2	12	8	..	..	1	..	1	3	8
Ewing.....	106	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Greenville.....	5	..	..	3	..	..	..	..	209	6	..	..	1	..	1	..	..
Hedding.....	3	..	2	4	..	..	..	..	62	2	..	..	..	4	..	..	..
Illinois C.....	28	..	17	31	2	..	..	6	71	51	5	..	2	..	..	2	5
Illinois Wesleyan University.....	11	..	4	27	3	..	..	2	184	30	2	..	3	1	3	4	..
Illinois Woman's College.....	6	15	10	..	1	..	..	4	140	25	2	..	2	2	2	3	..
James Millikin.....	34	..	18	47	..	..	..	13	156	127	6	..	13	..	6	7	..
Knox.....	28	26	101	1	..	..	..	19	137	128	21	..	20	3	4	17	..
Lake Forest.....	6	..	14	3	5	..	3	8	37	70	11	3	9	..	1	4	4
Lincoln.....	1	..	..	9	..	..	..	3	17	16	..	..	5	..	..	1	..

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS
1920-1921
(Continued)

	Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant	Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
<i>Illinois—Continued</i>																		
Lombard.....	10	..	26	17	7	..	2	12	28	17	6	6	9	12	..	6	40	..
McKendree.....	7	..	2	5	4	..	..	..	104	11	..	..	..	..	..	..	1	18
Monmouth.....	2	..	..	2	..	..	..	3	15	59	..	..	..	3	..	..	..	..
North-Western.....	3	..	5	..	314	..	..	1	16	2	..	..	..	3	..	1	..	4
Northwestern University.....	196	..	185	..	17	4	57	86	708	274	159	..	..	117	14	3	114	..
University of Rockford.....	10	3	99	..	..	..	..	2	20	22	31	..	..	3	..	..	15	..
St. Viator.....	..	..	..	..	..	..	2	..	3	..	2	..	..	420	..	..	..	..
Shurtleff.....	93	..	5	2	2	..	1	..	23	12	3	..	..	2	1	2	..	4
<i>Indiana</i>																		
Butler.....	44	..	4	306	6	7	10	14	181	81	16	4	4	20	8	8	25	21
De Pauw University.....	28	79	3	3	..	13	2	8	652	89	3	..	..	5	1	8	18	30
Earlham.....	12	..	4	29	..	239	1	15	73	20	8	..	..	5	..	2	2	49
Franklin.....	173	63	2	1	..	1	..	1	45	132	..	..	1	5	..	1	..	6
Indiana Central.....	..	..	..	3	..	..	..	..	3	..	..	..	..	1	..	128	1	..
Notre Dame (Approximate).....	..	..	..	..	..	..	..	..	..	..	..	..	..	1615	..	..	..	85
Rose Polytechnic.....	4	9	2	..	1	..	4	9	37	14	11	1	1	12	..	3	3	..
Union Christian.....	1	60	..	..	..	..	..	..	13	2	..	..	..	1	..	..	2	16
Wabash (Freshmen).....	7	27	5	2	..	2	..	1	60	98	3	3	..	8	..	5	1	2

Iowa

Buena Vista.....	3	..	1	3	..	..	..	10	37	40	..	..	6	..	..	..	4	3
Central.....	9	1	2	..	..	..	..	..	5	2	..	112	..	..	..	..	16	15
Coe.....	22	..	37	33	10	2	2	29	174	243	12	9	10	..	..	..	15	9
Cornell.....	23	15	18	1	7	..	..	9	459	48	4	1	3	..	8	2	..	..
Drake University.....	68	..	65	500	11	3	29	65	358	146	28	..	91	5	15	22	..	..
Ellsworth.....	24	12	53	..	4	4	..	15	95	16	4	2	17	..	..	4	23	..
Luther.....	..	..	1	..	..	..	..	258	1	1	1	1	2	..	..	..	..	..
Morningside.....	10	..	26	4	1	..	15	26	345	40	1	6	13	5	..	2	..	..
Mt. St. Joseph.....	..	1	..	..	..	..	..	..	3	3	..	..	212	..	..	3	1	..
Parsons.....	4	..	2	18	..	..	1	..	46	93	1	..	4	..	..	1	..	..
Penn.....	..	12	7	..	..	110	..	1	49	2	6	..	1	..	..	2	20	..
St. Ambrose.....	..	..	..	..	..	..	..	..	..	..	..	..	40	..	..	..	..	..
Simpson.....	6	..	1	15	..	..	5	3	370	41	..	..	..	..	3	1	..	..
Tabor.....	1	3	28	..	..	..	..	..	12	1	1	..	..	..	..	4	1	..
University of Dubuque.....	5	..	12	..	..	..	..	8	28	146	6	..	16	..	..	38	16	..
Upper Iowa University.....	2	..	10	2	..	..	..	7	99	7	..	..	3	..	3	1	..	..

Kansas

Baker.....	..	10	2	..	2	..	..	4	383	13	1	..	..	..	1	..	..	..
Bethany.....	22	22	12	..	5	..	..	300	110	28	3	..	8	..	5	8	46	..
College of Emporia.....	10	19	11	..	..	2	..	2	62	183	2	..	2	..	..	4	2	..
Fairmount.....	36	..	30	48	2	1	1	2	103	53	17	2	12	..	5	7	21	..
Friends University.....	11	7	1	..	2	65	..	..	48	22	..	3	4	..	4	3	34	..
Highland.....	1	..	..	..	..	..	..	..	1	2	1	..	..	..	..	..	..	..
Kansas City University.....	8	..	12	6	..	1	..	3	31	5	1	..	1	..	63	3	11	..
Kansas Wesleyan.....	5	..	..	..	..	..	..	8	155	22	3	..	4	..	8	6	..	..
McPherson.....	22	..	3	11	2	..	..	7	28	7	..	..	1	..	1	287	..	..
Ottawa University.....	180	..	4	14	..	..	..	3	26	10	2	..	5	..	2	4	35	..

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS
1920-1921
(Continued)

	Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant	Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
<i>Kansas—Continued</i>																		
St. Benedict's.....	4	..	1	..	..	..	..	..	8	3	2	..	..	446	400	..	..	..
St. Mary's.....	20	..	1	..	..	..	..	..	413	15	6	2	..	..	..	..	18	..
Southwestern.....	6	..	2	1	..	2	..	..	25	85	..	..	..	..	..	..	..	..
Sterling.....	33	..	132	..	35	..	..	17	228	149	15	..	..	14	2	12	6	..
Washburn.....																		
<i>Kentucky</i>																		
Berea.....	260	..	9	4	..	..	1	3	168	69	..	..	..	9	..	7	43	..
Bethel.....	133	..	..	8	..	..	..	..	15	..	..	..	..	..	..	..	..	..
Centre.....	42	..	3	36	1	..	..	..	38	90	11	..	..	3	..	..	1	..
Georgetown.....	239	..	..	25	..	..	..	..	18	11	..	..	..	..	..	..	..	..
St. Mary's.....	3	7	..	..	..	..	..	..	3	1	..	..	..	106	..	..	1	..
Transylvania.....	18	..	..	208	..	..	..	..	22	18	7	..	..	3	1	..	..	..
<i>Louisiana</i>																		
Jefferson.....	..	..	..	..	..	..	1	..	2	..	3	..	..	169	..	..	..	..
Newcomb.....	52	..	3	7	4	8	2	7	100	102	117	..	..	127	5	..	16	25
Louisiana College.....	184	..	..	..	..	..	1	1	12	..	1	..	..	6	..	..	..	..

Maine

Bates.....195 .. 100 5 1 55 .. 25 .. 36 1 .. 27 ..
 Bowdoin.....38 .. 127 3 13 1 31 2 27 .. 69 9 .. 28 ..

Maryland

Blue Ridge.....1 .. 1 4 33 1 .. 2 .. 1 28 ..
 Hood.....8 2 34 23 41 14 88 2
 *John's Hopkins University.....25 .. 9 7 6 5 166 73 153 28 113 6 59 5 7 5 ..
 Maryland College for Women.....8 .. 1 2 .. 1 .. 9 29 38 23 1 1 1 .. 2 ..
 Morgan.....8 .. 2 91 .. 7 .. 5 .. 2 ..
 Mt. St. Joseph.....2 5 .. 223 11 ..
 St. John's.....3 1 5 42 19 53 .. 13
 Washington..... 1 .. 55 5 14 1 5

Massachusetts

Boston College.....1 1 737 3 17 ..
 Clark.....22 .. 43 1 25 3 23 3 11 .. 26 5 .. 3 ..
 College of the Holy Cross..... .. 49 1 5 2 13 91 48 17 12 12 1 2 3 ..
 International Y. M. C. A.....48 .. 232 4 .. 9 3 18 103 136 97 26 19 23 .. 24 ..
 Mt. Holyoke.....83 .. 302 .. 2 4 70 14 112 85 144 3 130 70 3 153 88 ..
 Simmons.....97 .. 17 377 3 .. 3 95 20 126 362 494 16 130 117 .. 140 ..
 Smith.....79 .. 108 1 107 7 49 14 47 .. 112 22 .. 57 ..
 Tufts.....53 1 108 1 .. 12 69 18 98 227 204 13 26 30 1 24 ..
 Wellesley.....74 .. 201 1 2 10 .. 21 18 30 1 3 21 .. 25 ..
 Wheaton.....24 .. 95 2 10 .. 21 18 30 1 3 21 .. 25 ..

*Undergrad.

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS

1920-1921

(Continued)

	Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant	Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
<i>Michigan</i>																		
Adrian.....	11	..	4	1	1	2	..	4	50	15	4	..	..	2	..	1	1	14
Alma.....	16	..	16	5	..	..	1	7	26	91	12	..	..	8	..	3	1	..
Emmanuel Missionary.....	..	..	1	..	..	..	..	..	2	2	..	..	..	..	..	..	329	..
Hillsdale.....	73	1	35	..	2	..	..	5	113	80	19	..	..	10	..	7	9	..
Kalamazoo.....	118	2	24	1	2	..	3	7	50	37	11	16	17	17	3	5	7	9
<i>Minnesota</i>																		
Augsburg Seminary.....	..	..	..	..	..	..	..	147	..	..	..	..	..	..	..	..	..	..
Carleton.....	46	6	218	1	5	1	4	77	116	117	56	..	..	17	..	..	2	49
College of St. Teresa.....	..	..	1	2	..	..	..	..	2	3	3	..	..	437	..	..	1	3
College of St. Thomas.....	..	..	..	..	..	..	10	3	8	8	15	..	..	630	..	..	..	26
Hamline.....	13	..	12	..	5	..	4	54	280	31	11	..	..	5	..	4	4	30
Macalester.....	35	1	36	..	7	..	3	37	32	194	16	..	..	3	1	4	11	..
St. John's University.....	..	..	..	..	..	..	..	..	1	..	..	..	..	380	..	..	..	..
St. Olaf.....	..	..	2	..	..	..	..	780	5	..	..	..	..	1	..	..	..	1
<i>Mississippi</i>																		
Grenada.....	15	..	..	1	..	..	..	..	210	15	2	..	..	..	..	..	..	..
Millsaps.....	42	..	..	..	..	..	1	1	164	16	7	..	..	6	..	..	2	10

Missouri

Central.....	17	41	..	..	..	..	..	..	165	13	..	..	1	..	..	..	21
Central Wesleyan.....	..	2	..	..	..	..	..	13	108	2	..	..	..	..	..	..	5
Culver Stockton.....	3	61	..	..	..	..	..	3	16	1	..	..	1	..	..	..	14
Missouri Valley.....	23	43	..	..	2	..	1	..	35	96	1	..	7	..	..	3	22
Park.....	17	..	12	19	1	..	..	2	39	263	3	4	6	..	3	3	18
Westminster.....	17	17	..	..	..	..	1	1	30	66	5	..	1	..	..	..	9
Drury.....	34	59	34	..	..	..	..	1	63	50	6	..	12	..	..	3	48

Montana

Montana State College..... 61 (Other data not given.)

Montana School of Mines.....	5	60	70
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Nebraska

Cotner.....	4	161	1	6	1	1	..	1	..	1	..	3
Doane.....	4	..	125	7	1	3	33	10	3	..	3	1	..	1	2
Grand Island.....	54	..	2	1	1	2	10	..	1	..	5	1	..
Hastings.....	5	..	11	17	5	..	..	4	41	145	2	..	3	..	1	3	..
Midland.....	16	17	27	..	8	..	4	257	77	27	6	3	20	..	..	4	31
Neb. Wesleyan.....	6	8	13	..	3	..	..	5	476	29	3	..	..	..	6	2	16
Union.....	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	500	..
York.....	25	..	35	..	15	..	6	25	75	50	..	9	10	..	425

New Hampshire

Dartmouth.....	60	..	510	7	..	2	40	27	160	300	240	25	210	70	1	79	..
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New Jersey

Rutgers.....	48	..	29	..	1	4	34	26	96	132	81	121	73	7	..	7	..
St. Elizabeth.....	2	2	..	166
Upsala.....	80	13	3	1

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS
1920-1921
(Continued)

<i>New York</i>	<i>Baptist</i>	<i>Christian</i>	<i>Congregational</i>	<i>Disciples</i>	<i>Evangelical</i>	<i>Friends</i>	<i>Hebrew</i>	<i>Lutheran</i>	<i>Methodist</i>	<i>Presbyterian</i>	<i>Protestant</i>	<i>Bishopal</i>	<i>Reformed</i>	<i>Roman Catholic</i>	<i>Unitarian</i>	<i>United Brethren</i>	<i>Others</i>	<i>No Information</i>
Adelphi.....	18	..	29	..	..	1	65	23	25	23	28	12	36	5	..	..	20	24
Alfred University.....	23	..	8	4	..	..	4	2	36	27	8	3	11	2	3	3	6	13
Clarkson College of Tech.....	12	..	11	1	..	..	1	2	56	26	19	..	46	..	..	..	4	17
Elmira.....	42	..	24	2	..	..	12	9	64	128	..	7	35	2	..	..	7	..
Hamilton.....	22	..	22	..	1	..	3	5	37	117	40	9	42	2	..	..	7	3
Hobart.....	14	..	4	1	..	1	..	4	27	59	88	3	24	2	..	..	6	..
*New York University.....	..	..	..	..	..	..	2775	..	..	..	..	..	857	..	..	..	147	1149
																	(Prot.)	
Russell Sage.....	10	..	29	..	..	..	3	7	40	72	45	8	48	3	..	..	9	..
St. Francis.....	..	..	..	..	..	..	..	..	..	..	..	..	500	..	..	..	..	..
St. Lawrence University.....	23	..	20	3	..	..	4	4	54	58	..	2	71	1	..	..	59	..
St. Stephen's.....	..	..	2	..	..	..	..	..	..	..	79	..	..	..	..	..	..	..
Syracuse University.....	..	..	169	1	3	7	240	107	1336	668	364	67	539	25	..	1	235	212
Teacher's College.....	56	..	131	30	..	12	150	..	212	232	216	38	150	30	..	..	21	..
Union University.....	57	..	14	..	..	..	42	16	97	130	108	46	97	5	..	..	8	..
U. S. Military Academy.....	56	..	39	31	..	..	12	30	122	113	150	11	122	6	4	15	15	75
University of Rochester.....	76	..	12	..	4	..	40	16	60	85	28	8	48	1	..	..	12	23

Vassar.....	46	..	146	7	1	11	53	17	61	237	314	27	31	59	1	50	28
Wells.....	10	..	18	1	..	..	4	4	18	80	53	1	2	2	..	8	..
<i>North Carolina</i>																	
Atlantic Christian.....	27	87	..	..	..	..	..	..	20	7	4	..	..	..	..	..	42
Davidson.....	14	1	..	..	..	..	..	2	42	410	5	7	..	..	..	..	15
Elon.....	28	220	2	2	2	..	..	6	84	15	3	1	3	..	1	..	..
Flora Macdonald.....	21	..	..	..	..	..	..	..	30	197	3	..	..	..	..	..	..
Greensboro.....	22	8	..	1	3	2	2	4	283	19	4	3	1	..	..	..	10
Guilford.....	23	3	..	..	94	..	..	..	50	11	1	1	..	..	..	2	..
Meredith.....	293	..	1	4	..	..	..	..	13	6	1	..	..	..	..	..	..
St. Mary's.....	26	..	..	3	..	..	..	1	40	23	175	..	2	..	..	2	..
Salem.....	48	..	1	11	..	1	1	9	132	50	37	2	2	..	..	6	..
Shaw.....	370	..	9	5	..	..	..	..	38	9	16	..	..	..	..	1	..
Wake Forest.....	550	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
<i>North Dakota</i>																	
Fargo.....	8	..	31	1	2	..	2	22	20	16	4	..	7	..	..	1	..
Jamestown.....	6	..	25	1	3	..	..	19	37	134	2	1	9	..	..	1	25
<i>Ohio</i>																	
Baldwin Wallace.....	2	..	41	3	9	..	5	4	155	4	..	..	9	..	1	9	16
Bluffton.....	5	..	3	9	3	..	1	10	34	8	1	16	1	..	8	155	15
Capitol University.....	3	..	..	..	..	..	1	220	5	1	..	..	..	..	1	..	..
Case School.....	35	..	61	27	18	..	45	40	128	130	47	15	59	4	3	21	..
Cedarville.....	..	..	1	2	..	..	..	1	14	54	..	1	2	..	..	..	..
Defiance.....	6	62	2	3	3	..	1	14	32	..	1	5	9	..	6	..	..
Denison.....	391	..	17	14	4	..	..	19	110	85	12	8	8	..	7	5	22
Findlay.....	..	..	..	7	8	..	..	9	23	11	..	..	6	..	17	71	..

*Arts and Sciences Only.

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS

1920-1921

(Continued)

Ohio—Continued	Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
Heidelberg.....	..	..	4	5	11	..	..	9	35	16	2	160	..	..	10	3	5
Hiram.....	..	..	3	210	1	..	2	..	19	9	4	..	3	..	3	3	..
Kenyon.....	2	..	8	5	..	..	..	8	16	29	97	..	4	..	..	3	..
Lake Erie.....	3	..	14	9	..	..	1	3	36	54	23	2	4	1	..	6	..
Marietta.....	23	7	21	..	..	..	6	13	99	43	15	..	8	5	1	9	..
Mt. Union.....	3	..	7	18	6	3	..	12	212	45	4	17	18	..	16	4	..
Muskingum.....	8	..	2	1	..	1	..	8	78	356	4	..	2	..	2	4	..
*Oberlin.....	53	13	450	4	8	15	4	32	185	188	30	10	9	5	8	29	..
Ohio Northern.....	43	67	21	..	14	5	11	62	399	116	24	26	71	..	33	6	80
Ohio Wesleyan.....	5	1	2	..	..	..	..	8	918	116	18	9	4	..	2	2	..
Otterbein.....	11	..	..	6	2	..	..	3	78	24	1	2	1	..	340	4	10
Oxford.....	11	..	6	1	2	1	..	1	46	30	10	3	4	..	2	5	..
Rio Grande.....	43	..	2	2	..	..	..	..	65	3	..	..	..	..	14	11	..
University of Akron.....	12	..	51	26	6	..	19	52	140	55	38	54	43	..	15	47	..
University of Cincinnati.....	99	..	33	71	28	2	175	..	332	294	174	3	152	15	21	100	..
Western College.....	17	..	9	21	3	1	1	11	63	142	13	5	2	1	2	8	..
Western Reserve.....	40	25	93	15	..	2	155	46	176	167	91	5	132	20	3	126	63
Wilmington.....	6	..	1	12	..	58	..	..	49	11	1	1	5	..	1	1	..

Wittenberg.....	22	15	10	..	4	1	2	261	78	76	12	12	10	..	8	9	..
Wooster.....	11	..	14	25	9	2	2	24	63	399	10	19	2	..	4	7	7
<i>Oklahoma</i>																	
Kingsfisher.....	3	..	20	5	..	..	..	..	6	10	..	..	..	..	..	8	
Phillips University.....	64	..	16	578	12	2	2	5	147	63	7	..	20	1	7	19	232
<i>Oregon</i>																	
Albany.....	5	..	1	5	..	1	1	..	13	35	2	..	1	..	1	2	5
McMinnville.....	208	..	..	4	1	..	..	..	4	6	2	..	..	..	..	5	5
Pacific University.....	5	12	58	..	..	..	..	2	22	11	3	..	6	..	1	10	21
Reed.....	17	7	17	..	2	..	15	9	17	59	19	1	10	12	..	18	36
Willamette University.....	14	..	7	18	7	5	..	1	323	33	9	..	1	..	1	6	51
<i>Pennsylvania</i>																	
Albright.....	..	1	..	..	120	..	1	16	4	1	..	12	..	..	2	2	..
Allegheny.....	18	4	14	..	4	..	2	16	279	104	17	12	25	1	1	3	..
Beaver.....	..	..	..	..	..	..	..	..	260	..	..	..	..	..	..	..	..
Bryan Mawr.....	13	..	21	7	..	13	15	4	23	93	188	2	31	17	..	15	27
Bucknell.....	211	..	1	39	..	1	6	125	168	164	29	61	51	..	18	..	..
Carnegie Institute.....	158	104	43	7	..	2	223	296	500	732	230	2	841	8	..	67	..
Cedar Crest.....	2	..	1	1	1	..	6	10	12	14	7	14	4	..	1	..	..
Dickinson.....	2	..	4	1	5	2	4	52	235	44	9	21	18	..	14	8	..
Drexel Inst.....	28	..	2	..	1	5	14	23	44	71	59	11	34	..	..	17	65
Dropsie.....	2	..	..	..	..	..	53	..	..	..	..	..	..	..	..	..	..
Franklin and Marshall.....	3	..	..	8	..	..	5	48	19	36	12	104	11	2	6	21	..
Grove City.....	7	..	3	5	4	..	1	12	61	200	5	4	21	..	4	..	6
†Haverford.....	..	..	..	..	..	40	..	..	..	..	..	..	..	..	..	..	..
Irving.....	..	..	..	..	..	..	2	42	11	21	..	2	2	..	6	..	20
Juniata.....	4	..	2	1	..	..	1	10	25	11	2	5	..	..	..	75	2

*Arts and Sciences only. †Figures for Friends only.

1920-1921

Pennsylvania—Continued																	
Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant	Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
Lafayette.....	21	10	..	9	2	18	68	78	217	67	35	62	..	2	7	174	
La Salle.....	..	..	..	..	..	..	..	..	..	..	..	310	..	..	..	32	96
Lehigh University.....	38	4	29	2	17	5	41	120	106	159	174	81	110	5	8	2	..
Lincoln University.....	54	7	..	..	..	..	..	72	37	11	..	..	..	..	2	1	91
Moravian.....	2	..	..	..	..	..	4	3	5	4	5	5	..	..	..	47	..
Muhlenberg.....	1	1	..	6	..	6	163	6	10	3	41	6	..	..	1	4	..
Pennsylvania.....	1	2	2	3	..	1	235	24	24	7	30	10	..	10	3	..	..
Penn. State.....	121	18	15	43	38	81	394	642	767	83	220	271	3	39	67	156	..
Penn. College for Women.....	5	..	7	..	..	17	14	31	97	12	..	7	1	..	5	..	..
St. Joseph's.....	..	..	..	..	..	..	..	..	..	..	..	550	..	..	..	..	..
St. Vincent.....	..	..	..	..	..	..	..	..	..	..	..	536	..	..	..	..	..
Susquehanna University.....	3	1	..	10	..	2	221	20	5	6	22	7	..	7	..	..	..
Swarthmore.....	38	17	1	1	108	5	18	71	120	76	9	9	4	3	10	..	..
Temple University.....	710	12	8	7	25	1000	320	645	520	210	50	1300	5	15	654	..	..
Thiel.....	5	1	..	1	..	..	87	7	16	3	4	1	1	..	..	..	..
University of Pittsburgh.....	212	77	33	32	1	616	296	754	1384	189	63	608	27	38	49	317	..
Ursinus.....	1	1	..	2	..	2	36	19	16	9	93	2	..	5	4	2	..

Villanova.....	..	..	..	2	..	..	..	..	625	..	..	..	20				
Washington and Jefferson.....	16	..	5	14	1	..	7	20	63	225	10	4	10	..	2	34	..
Westminster.....	6	1	..	..	..	..	..	4	29	247	1	..	6	1	..	12	..
Wilson.....	13	..	2	..	1	4	1	38	37	168	19	15	3	..	7	2	4
<i>Rhode Island</i>																	
Brown University.....	..	..	..	..	..	1	51	4	74	62	114	4	90	13	1	16	214
Providence College.....	176	..	127	1	1	..	..	..	..	..	..	..	170	..	..	..	..
<i>South Carolina</i>																	
Benedict.....	476	..	..	1	..	..	..	..	35	1	11	..	..	..	..	2	..
The Citadel.....	47	..	..	..	..	..	3	14	90	71	54	..	6	..	..	..	..
Coker.....	219	..	..	1	..	..	1	2	55	30	6	..	4	..	..	3	..
Converse.....	88	1	..	..	..	..	5	5	148	124	49	..	2	..	..	5	1
Chicora.....	18	1	..	..	..	..	..	4	33	86	5	..	..	..	..	2	..
Erskine.....	17	..	..	..	..	..	..	..	4	111	..	..	..	..	..	..	..
Furman.....	327	..	..	1	..	..	..	1	15	14	1	..	..	..	..	1	..
Newberry.....	18	..	1	..	..	..	..	161	51	13	..	..	1	..	..	..	..
Presbyterian College of S. C.....	8	..	..	..	..	..	..	1	12	122	2	..	..	..	..	..	4
<i>South Dakota</i>																	
Dakota Wesleyan.....	9	1	16	..	1	1	..	14	268	7	2	..	6	..	..	2	16
Sioux Falls.....	69	1	7	..	4	..	..	6	13	2	1	1	2	..	..	..	9
Yankton.....	10	..	103	..	5	..	..	16	26	10	7	5	17	..	..	5	..
<i>Tennessee</i>																	
Fisk University.....	179	..	40	..	..	..	..	2	175	10	19	..	9	..	..	9	..
Geo. Peabody.....	65	..	67	..	..	..	9	1	138	63	17	2	14	..	..	7	14
Knoxville.....	120	..	8	4	..	..	..	..	106	118	7	..	..	..	..	3	..
Lincoln Memorial University.....	161	..	1	..	..	4	..	5	122	39	1	..	15	..	1	18	..
Maryville.....	180	..	4	22	..	2	..	4	238	466	6	9	3	..	3	5	61
Southwestern Presbyterian Univ.....	14	..	..	7	1	..	..	..	39	49	4	..	1	..	1	..	6

RELIGIOUS AFFILIATION OF COLLEGE STUDENTS
1920-1921
(Continued)

	Baptist	Christian	Congregational	Disciples	Evangelical 2	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
<i>Tennessee—Continued:</i>																	
Tusculum.....	10	..	..	2	..	..	..	4	44	89	1	..	9	..	2	..	..
Union University.....	600	..	..	20	..	..	5	..	60	15	..	..	..	..	..	..	..
University of the South.....	19	9	..	..	..	..	..	..	40	30	139	..	4	..	..	..	..
<i>Texas</i>																	
Baylor College.....	1024	..	..	81	..	..	2	6	220	46	20	..	11	..	..	15	..
Baylor University.....	935	..	1	21	3	..	5	..	117	32	17	..	7	..	..	1	..
Daniel Baker.....	7	9	..	..	..	..	..	..	52	72	7	..	1	..	..	..	2
St. Louis.....	..	..	..	..	..	..	..	2	..	1	..	..	280	..	..	..	..
Southern Methodist University.....	77	37	3	..	..	..	..	5	568	77	18	..	16	..	2	7	50
Texas Ch. University.....	70	..	..	274	..	..	3	2	86	70	7	..	10	..	..	..	90
Trinity University.....	43	..	..	20	..	..	..	..	80	194	..	..	1	..	..	..	10
Westminster.....	10	..	..	..	..	..	..	..	65	3	..	..	..	..	..	..	15
<i>Vermont</i>																	
Middlebury.....	42	..	159	3	1	1	2	4	69	22	45	4	50	9	2	19	1
Norwich University.....	2	..	89	..	..	..	3	..	48	..	36	..	53	..	..	16	..
St. Michael's.....	..	..	..	..	..	..	..	..	..	..	..	..	150	..	..	..	..

Virginia

Bridgewater.....	4	..	..	1	..	..	..	4	9	1	..	1	..	..	3	125	..
College of William and Mary.....	100	..	2	14	..	2	3	2	148	45	93	..	4	..	..	1	60
Eastern College.....	27	..	..	..	..	..	..	10	27	26	21	..	12	..	8	..	29
Elizabeth College.....	2	..	..	..	..	..	..	53	21	10	..	1	..	..	..	..	..
Emory and Henry.....	6	..	..	..	..	..	..	1	101	7	1	..	3	..	..	..	20
Hampden, Sidney.....	13	..	..	..	..	..	..	..	14	90	15	..	2	..	..	..	..
Hollins.....	83	6	4	..	..	1	1	5	58	75	50	1	2	1	..	1	5
Lynchburg.....	5	..	..	102	..	..	..	..	21	..	1	..	..	..	..	..	..
Randolph-Macon Woman's College...	84	..	1	28	..	..	6	5	285	118	75	2	4	1	3	..	6
Sweet Briar.....	22	10	11	..	..	..	3	4	34	69	102	..	5	3	..	10	..
Virginia Military Inst.....	72	..	2	..	1	..	13	..	137	102	222	2	24	..	..	1	7
Virginia Union University.....	349	..	2	1	..	..	..	..	35	10	7	..	2	..	..	..	..
Washington and Lee.....	120	..	5	25	..	..	18	14	195	208	80	1	23	..	2	5	38
Roanoke.....	18	..	..	8	..	..	1	45	38	10	3	..	2	..	5	..	33

Washington

College of Puget Sound.....	6	8	11	..	4	..	..	17	125	17	15	..	7	..	..	9	40
Whitman.....	22	..	85	28	2	..	2	4	59	105	27	..	11	1	..	21	49

West Virginia

Bethany.....	2	..	1	260	..	..	..	2	7	6	2	..	..	..	1	1	..
Davis & Elkins.....	35	..	..	..	..	..	1	3	94	91	6	2	22	..	10	2	..
Salem.....	123	11	..	..	..	..	..	3	64	1	..	..	8	..	9	..	41
West Virginia Wesleyan.....	24	2	274	21	1	..	5	..	14	..	36

Wisconsin

Beloit.....	47	4	131	..	1	..	2	35	69	74	39	..	29	1	3	20	..
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RELIGIOUS AFFILIATION OF COLLEGE STUDENTS
1920-1921
(Continued)

	Baptist	Christian	Congregational	Disciples	Evangelical	Friends	Hebrew	Lutheran	Methodist	Presbyterian	Protestant	Episcopal	Reformed	Roman Catholic	Unitarian	United Brethren	Others	No Information
Campion.....	..	..	..	..	..	..	..	..	..	..	..	..	..	423	..	..	..	26
Lawrence.....	8	..	131	..	8	..	4	43	279	63	32	9	..	42	1	..	15	66
Milton.....	83	..	10	..	..	..	..	..	7	..	..	..	..	2	..	1	1	1
Milwaukee-Downer.....	5	..	60	1	..	..	33	18	20	40	30	..	..	15	..	..	7	..
Mission House.....	..	..	..	..	..	..	..	..	..	..	..	..	91	..	..	..	..	..
Northwestern College.....	..	..	..	..	..	..	..	253	..	..	..	..	..	3	..	..	..	..
Ripon.....	15	..	126	..	8	..	2	48	55	25	..	5	..	32	..	1	8	..
St. Clara.....	..	..	..	..	..	..	..	1	3	1	1	..	..	231	..	..	..	1

THE PLACE OF THE THEOLOGICAL SEMINARY IN A UNIFIED PROGRAM OF CHRISTIAN EDUCATION

O. D. FOSTER

A unified program of Christian Education carries the true consistent Christian instruction, interpretative practice and point of view through the entire educational system, beginning with the cradle roll and continuing on through the graduate schools, providing adequate discipline and training to enable the student to cope successfully with the challenge of the modern world in the various fields of human need. If this proposed definition be permitted as a working hypothesis or test, the present practice in Religious education when poured into such a pragmatic crucible, is readily seen to be lacking in homogeneity and continuity of the fundamental and constituent elements. These elements are neither organized by system, fused by singleness of approach in practice, nor adequate to equip the student with all he needs most.

In this study, it must be assumed that there is such a thing as *Christian* education, yet to attempt to define the term *Christian* would mean processes of analysis too delicate and searching to admit of practical results. Each then will put his own construction upon the proper adjective *Christian*, wherever it is used in this paper, granting at the same time the same privileges to others. Obviously a very wide range of opinion obtains relative to the exact meaning of the word. The emphasis therefore will be placed upon discussing the situation relative to the *unified program*.

Unification of program is elliptical in character, revolving about the two foci—organization and spirit, or point of view. The processes of mechanical organization may be essential, but however perfectly they may have been wrought out, unification is impossible without continuity and consistency in point of view. Neither is complete without the other. They are indispensable complements of each other. But just how to combine them into a unity in a given case, or rather in a great program is sufficient to tax the wisdom of the gods.

Anything so comprehensive as a program of Education aspiring to unity, seems to presuppose thorough-going organization machinery, whether it be for a single church or for the

Church. It would appear therefore that a given institution, as for example the Theological Seminary, to be most vitally related to the program as a whole, should be an integral organic part of the entire system. Particularly would this be true of the denominational seminary. Yet a survey of the field shows that many of the schools can make but little claim to such relationship. It is to be expected that those under denominational control are articulated organically into the denominational system of education. In no few instances, however, are these quite as distinct and apart from the other educational institutions and agencies of the denomination as if they sustained no relationship to it whatever. Many are in the control of a self-perpetuating body, though, while these men are members of the Church, they are not responsible to it collectively. This means that the leadership of such seminaries at least is virtually the controlling factor and as such determines the particular relation of the institution to other branches of the denominational program of education. While the school is ostensibly under denominational direction it is in reality quite independent. So long as practically all gradations of denominational control over the seminaries may be found in a given communion, unification of program is hardly to be expected. Moreover, the tendency is more and more toward independence of church control. This, therefore, complicates the problem of unification even within denominations until it becomes bewildering to say the least.

Organic Relation to Other Denominational Educational Institutions.—On the whole the denominational seminaries have come into existence not as a result of a survey of the field by an authorized representative body or committee of the denomination in search of the most strategic place to locate a school to meet a felt need and to round out the denominational program of education, but for reasons unrelated to the entire denomination. While these schools have rendered valuable service and have accomplished the purpose of their day they have not advanced the interests of a unified program as they might have done had they been given more denominational oversight and related more closely to the entire program and needs of the Church. Geographically therefore many of the seminaries are

poorly located, as regards other seminaries, educational institutions, churches and strategic fields. An example may be cited of a seminary whose denomination is quite exclusively rural, being located in the heart of a great metropolis, whereas another denomination, though quite as largely urban, is located in a very small village. One of the major denominations has one-half of its seminaries east of the Hudson River.

What relation does the seminary bear to the colleges of its denomination? On the whole it has very little, either by organization or affiliation. Exceptions of course occur, chiefly in the case of colleges having seminaries connected therewith. Generally speaking, the seminaries and colleges have been established independently and in this way they have been content to continue. Many seminaries have sought to draw their students from numerous colleges and sections of the country and have not courted a particularly close relationship with any single college. This has worked to the advantage and disadvantage of both, but chiefly the latter. The highly-endowed seminary, though denominational in character, is often quite independent, and as such has sought to dictate what the student should take rather than to confer with the colleges as to how they might articulate their curricula into each other to their mutual advantage. Comparatively few colleges bear much trace of the seminary's having made any serious attempt to shape the curriculum in the interests of those who would enter the seminary. Naturally the colleges having seminaries connected with them have selected their courses somewhat accordingly. But these are few and far between.

The Denominational Academy scarcely knows that the Seminary exists, although a large per cent of the decisions for life work are made this early in life. In the State Universities, Normal Schools, public High Schools and Grammar Schools the Seminaries are unknown. That is where the masses of possibilities for recruits for the Seminaries are, but their names are not mentioned except by an occasional "recruiter."

In a paper of this length one dare not venture to define the relation of the Seminary to the various denominational organizations, or even to suggest how the Seminary serves and is served by the Educational Board, the Board of Home Missions, the

Board of Foreign Missions, the Sunday School Society, the Young People's Society, etc. Naturally, this varies greatly with the different denominations, but in few, if any, do we find the program of the seminary articulating into all of these agencies in a well-rounded-out, unified plan.

ORGANIC RELATION OF INTERDENOMINATIONAL SEMINARIES TO OTHER INSTITUTIONS.

The independent seminaries obviously are not organically related to the denominational educational agencies. They have their existence separate and apart and sustain mutual relationship, only as they have been historically affiliated with certain communions. Suffice it to say then that so far as the present system of organization is concerned, the independent seminary has but a small place, if any, in a unified program of Christian Education.

UNIFICATION IN SPIRIT OF DENOMINATIONAL SEMINARIES.

Naturally one would expect to find the seminaries of a given denomination to be one in spirit or point of view. Yet this is not often the case. Within a single communion may appear schools of the opposite poles, as far as theological thinking is concerned, ranging from the most ultra conservative, to the most radically liberal. Still other schools of the same denomination may represent all opinions possible to be found between these extremes. A few denominations have succeeded in maintaining a semblance of uniformity within their schools.

The denominational colleges, on the whole, follow the lead of the great university as concerns point of view. The result is that those seminaries which adhere to a point of view, not in keeping with these colleges, are very much out of joint with them, even though both seminary and colleges be under the control of the same denomination. The student after spending eight years in high school and college is much disturbed, if not fatally upset, when he is taught, in some seminaries, that he must champion a view entirely contradictory to that which he had assumed to be true. Instead of unification in the denominational educational program he discovers contradiction; and as a result he faces a serious crisis. Therefore, where we might expect to find unity we may also find diversity.

UNIFICATION IN SPIRIT OF INDEPENDENT SEMINARIES.

At first sight it might appear that the interdenominational seminary would have a still smaller place in a unified program of education. Denominationally this seems obvious. But so far as the broader view is concerned, it has a still more vital place. While a unified program is desirable within denominations it is just as desirable between denominations, and it is at this point that the interdenominational school has a unique contribution to make. In this class of schools we choose to put (1) those interdenominational by organization, and (2) those interdenominational by service and practice. These schools draw from a wide range of communions and present a similar point of view. They pour a continuous stream of unifying influence into many communions. While they are not organically related in any unifying program, they are engendering spirit which tends to make such a process possible. If unification in practice ever comes, it will be the product of unification of spirit. In these interdenominational schools personal acquaintances are made among faculty and students with men of other persuasions who are seeking truth, discussing frankly and dispassionately every conceivable difference as to doctrine, point of view, method, organization, etc. For the time they have forgotten their denominational affiliations and are comrades in study; they learn to love their colleagues, respect their opinions, see the good in their views and recognize the weaknesses in their own.

These seminaries, while not organically related to the great colleges and universities, do usually carry forward consistently the point of view and method taught therein. In this respect the interdenominational seminary may be more vitally connected with the great institutions of learning than many of the seminaries are with the colleges of their own denomination. However closely organized the institutions may be, if the seminary does not continue the point of view presented in the college, there is no unification in actual practice. The danger of becoming "colorless" in this type of seminary is fully equalled by the peril of becoming bigoted in the strictly denominational school. To the question asked relative to courses being offered to produce the proper appreciation of other communions, many of the latter type of institutions showed only contempt. To such, de-

nominal unification is difficult and interdenominational unification practically impossible. Only in proportion, therefore, that the denominational seminary has imbibed the more catholic spirit may hope be cherished for its participation in a broader unified program. Those praying for this broader catholicity rejoice at the work being done in the great universities in the way of providing broad liberal backgrounds for the flood of leaders there in training. The Union Schools of Religion, destined to appear at the State Universities, will be of further service in this direction. This will also serve as feeders for the seminaries of the broader type.

The program of Christian education offered by a particular communion should be comprehensive and consistent. It is to be hoped that the interchurch program may some day be so characterized. That is, that from the home through the Seminary there may be a continuity of plan and point of view. With the place of the Seminary properly mentioned and its work adequately articulated in the different institutions through which the students pass on their educational career, a new day will come for the schools of the prophets.

The third and last part of our tentative definition assumes that a Unified Program of Christian Education must be adequate for the needs of today. Our study has not revealed the existence of a unified program, nor has it given evidence of the adequacy of the forces now in the field to meet the situation. In number the seminaries are adequate, but in adaptability and efficiency, many of them cannot, under present conditions, measure up to the pressing needs of the hour.

A study made last Fall of 96 seminaries showed a total attendance of 5,299 students, or an average of 55. But this average is brought up by the large schools. Many of them have but few matriculants. The combined classes of certain seminaries claiming affiliation with a single denomination would make but one class of respectable proportions. The maintenance of several plants and faculties to produce results which could be better accomplished by combining them, assuming the present system is continued, not only makes efficiency difficult, but also lays unnecessary taxes on the Church for funds which are needed vastly more for other purposes in our great universities, where

myriads of our young people actually are in need of religious instructors. The dire need in the seminary world is qualitative not quantitative. This is in no way meant as a sweeping criticism of the many splendid institutions, but as a statement of fact covering no small number of schools which are not and cannot possibly cope with the complex needs of modern life.

Perhaps the most pressing need in such an exigency is concentration through coordination and specialization. The rule has been that the seminary, however poorly equipped, has assumed to provide the student with just what he needed, regardless of the particular work he intended to undertake. Like the old-time physician, who, though without special skill as diagnostician, could treat all maladies equally well—from cancer to corns—most of them have taken, and what is yet worse, still solicit all cases regardless of the particular preparation the student should have to fit him for his life work. One wonders whether such a situation reveals a weakness in ability for diagnosis, or desperation for students, or both. Such schools, however, usually succeed in convincing the student that he has found the *right school*, and in most cases he continues to think so until he has been painfully disillusioned by expensive experience.

The average curriculum, taken from a study of 65 institutions having sent in questionnaires, shows considerable change having taken place in semester hours required in particular subjects from the year 1880 to 1900, with much less change from 1900 to 1918. The appreciable change made between 1880 and 1900 was in the interest of the more practical subjects. One is surprised to find no greater progress having been made during the last two decades.

Yet with the advance of the last twenty years of the 19th century, the average seminary curriculum based upon the above study, shows little evidence of being adequately adapted to the needs of today either in method, subject matter or point of view. The emphasis in subject matter is where it was forty years ago, though not to the same extent. Bible, Church History, Systematic Theology, Greek, and Hebrew hold, in the order enumerated, the field, among the required subjects. This leaves but little time for the "more practical" subjects with almost no provisions for specialization.

It would seem, therefore, that the charge frequently made against the average seminary of being out of joint with the times and thus of not being vitally related to modern life might be sustained. There can be little to hope for by way of betterment until these institutions are brought into some comprehensive system giving place for coordination and specialization.

With all offering practically the same work, emphasizing the older disciplines and leaving almost untouched the subjects of immediate need, the Church will be compelled to limp along with inadequately trained leaders, or force those aspiring to such leadership in "secular" schools to secure their preparation. By setting apart these institutions, chosen because of adaptability of location, etc., to particular purposes, they would be better attended and render a far broader service. While offering general courses for the ministry very few indeed, if any, can, under existing conditions, adequately prepare professional religious workers for specialized work.

There is not a seminary in existence adequately preparing men for the rural ministry, as great and strategically important as this field is. Practically no seminaries are preparing men to be specialists in social service, in Y. M. C. A. secretarial positions, in industrial centers, in city missions, in foreign missions, in religious education, in young people's work, in student centers, etc. As a result, those who are trained in these lines in other schools, often come back into the Church with all too little sympathy for it and its program. Obviously the traditional seminary *cannot* do *all* of these things, but it is just as apparent that *they must be done*. By a thorough reshaping of the system through coordination and specialization, the seminaries *can* do this and at the same time be better attended, and develop stronger specialists who will have national reputation and attract students in larger number.

Unfortunately, in too many cases the scholarship and educational methods of the seminaries are not commensurate with other post graduate schools. This works decidedly to the advantage of some of the Interdenominational Seminaries, Schools of Religion and professional schools. The strong, vigorous thinkers among the student bodies of the colleges and universities are inclined to those institutions which offer the same quality of work they have had in college.

Had the seminary occupied a place in a *unified program* of Christian education, there probably would not have come into existence the Y. M. C. A. Training Schools, Schools of Philanthropy, Teachers' Colleges, (offering higher academic degrees in social and religious education), etc. It takes no seer to predict, unless some such program is worked out for the Seminary, that still other schools will be established to meet the needs of the modern world, thus leaving many of the seminaries in an even less enviable position than they now occupy. Unless this situation is adequately met, there will probably grow up, particularly in our great universities, Union Schools of Religion and Social Service of graduate grade. The need must be met and will be met if the Church is to go forward.

Fortunately, specialization is in process in some of our larger schools. One is delighted to see what is now being accomplished in a few. But these are independent efforts and unrelated only in so far as the spirit and effect may permeate the Church as a whole. Specialization *of* schools is needed even more just now than specialization *within* schools. This will render co-ordination of the whole field possible, with less duplication and expense, but with greater efficiency, and prestige.

Too much praise cannot be given the seminaries for their sacrificial service and for the hard work the members of their faculties have done. In the developing of the Church they have played their part well. However nobly they may have accomplished their task in their day, the time has arrived in the on-going of the Church that another forward step must be taken to keep pace with the times. We have seen that there is no such thing as a unified program of Christian Education. It has been obvious that the seminaries are not unified through any program of organization or through point of view either denominationally or interdenominationally. It is just as clear that they are not adequately preparing an all-round leadership for the Church in its multifarious forms of service demanded today.

One doubts if the Seminaries will, or can, adjust themselves to the situation without aid. It was not an unmixed evil that many did not get their enormous askings in the Interchurch drive for funds, for it would have meant colossal duplication with no system of coordination and specialization—in other

words, with no adequate program to meet the needs of the whole field even after the gigantic investments had been made. In view of these facts, what should be done?

The situation is so intricately complex and confused that one must be content with stating the problem, for to propose its solution would require more audacity than most of us would care to display. Yet the needs of Christendom are so imperative that one feels impelled to suggest the creation of some machinery, which, when set into operation, may find a solution or at least make some progress in the direction of a solution. There might well be appointed, therefore, by this body a Commission to take the whole matter under most serious advisement. The Commission, it seems, should be composed of at least one member from each of the bodies represented in this conference. Each member of the Commission, in turn might well be made chairman of a committee to study the relation of the seminary—denominational and interdenominational—to his own particular organization. For example, the Federal Council of Churches, The Religious Education Association, etc., could each have its committee to study the place of the Seminary in relation to its own program. On the other hand, the Association of Seminary Professors should have an exceptionally strong committee, representing denominational and independent institutions, to study their relation to the entire group of interests.

In addition the Council of Church Boards of Education might well serve as a supplementary correlating agency by appointing its constituent Board secretaries as Chairmen of separate committees composed of their seminary presidents and other denominational secretaries. The Council in this way would become a strong sympathetic coordinating supplement to the larger and more inclusive Commission. With the findings of all these committees in the hands of their respective chairmen, the Commission would be in possession of a wealth of material and a comprehensive understanding of the problem which would make possible the beginning, at least, of an intelligent appreciation of the place the Seminary should occupy in a unified program of Christian Education.





